

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Echo Mountain Primary School

<input type="checkbox"/>	Excelling
<input type="checkbox"/>	Improving
<input checked="" type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Paradise Valley Unified District
1811 E. Michigan Avenue, Suite 3, Phoenix, AZ 85022-1399

Principal: Mrs. Kimberly Ann Guerin
Schedule: 8:00 AM to 4:00 PM
Web Address: www.pvUSD.k12.az.us
E-mail: kguerin@pvUSD.k12.az.us

Grades: Pre-K-3
2002 Enrollment: 690
Phone: (602) 493-6110
Fax: (602) 493-6118

∨ School Overview ∨

Mission

Our mission is to inspire every student to think, to learn, to achieve and to care. We are committed to providing a quality education to meet the needs of a diverse student body. Every learner will have the opportunity to be challenged, successful, and prepared for a future as a responsible and productive citizen.

Organization and Philosophy

- w Make Your Day Citizenship Program
- w Self-contained Homerooms
- w Traditional Basics Instruction
- w Cooperative Learning

School/Academic Goals

- w To increase student growth in literacy through parent involvement, time, and resource allocation.
- w To improve achievement levels of all students and assure at least a year's gain on norm-referenced tests.

Instructional Programs

- w Title I Reading and Math Programs
- w English Language Learner Programs
- w On-site Special Education
- w On-site Computer Lab
- w At-risk Preschool
- w Title I Extended Kindergarten
- w Before/After School Academic Programs
- w On-site Science Lab

- w To provide the opportunity for all students to obtain hands-on science process experience.
- w To improve the delivery of instruction to students with special challenges.

Enrollment

October 1, 2001 School Year Student Enrollment:	1227
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	33

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Advisory to Principal
 w School Improvement
 w Parent/Educator Relations
 w Input given to District Committees
 w School Safety Issues
 w Implementation of School Procedures

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.50	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	10.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	4	4	0	0
7 to 9 years	2	7	0	0
10 or more years	4	8	0	0

▽ Shared Responsibilities ▽

School

We place high priority on providing students with an opportunity to learn within a safe, stimulating environment. We agree to carry out the following responsibilities to the best of our abilities: To teach all the concepts to your child before regular homework is assigned; to strive to be aware of the individual needs of your child; to communicate regarding your child's progress; to respect your child at all times and to allow your child to learn from his or her mistakes.

Parents

Parents should carry out these responsibilities to the best of their abilities: Be available when your child chooses step 4 for a phone call and a conference; provide a quiet place for children to study and encourage them to complete homework; make sure each child arrives on time for school every day; spend at least 15 minutes per day reading with the child; return all school communications promptly; attend parent conferences and performances each child is involved in.

▽ Transportation Policy ▽

The district Transportation Policy allows for bus service to Kindergartners who live more than one-half mile from school and to first through sixth graders who live more than one mile from school. Transfer students who live outside this radius must supply their own transportation. Special education students are accommodated according to their IEPs.

▽ Calendar Information ▽

Number of Instruction Days:	180	First Day of School:	8/19/02
Average Daily Instruction Time:	5 hrs. 20 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/10/03	3/21/03	5/30/03
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Additional Calendar/Report Card Information

To facilitate effective communication between school and home, we use the following: Teacher and school newsletters; student/parent handbooks; school marquee; reminder notes; conference nights; parent nights; communication through a parent liason; and site council and PTSA meetings.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Math Lab
W Science Lab	W Upgraded Athletic Fields

Extracurricular Activities

W Student Mediation and PALS	W MVCC Afterschool Club
W Band and Strings	W Student Council
W CHAMPS	W Recycling Club
W Chorus and Musical	W Broadcast Club

School/Community Resources

W Breakfast/Lunch Programs	W Day Care/Afterschool Programs
W Headstart/Parent/Community Classes	W Counseling/Crisis Services
W RAP (Reaching All Parents)	W Health Services
W Clothing/Food Banks	W Recreational Activities

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Reading: All students participate in a take-home reading program. By reading fifteen minutes a night to a family member, students will reach a schoolwide goal of reading one million minutes.</p> | <p>W Analysis of Stanford 9 mean percentile rank scores by grade-level shows continuing improvement of English proficient students despite a trend toward lower score averages and increasing numbers of disadvantaged students.</p> |
| <p>W Science: Every student is provided the opportunity to participate in science experiences in addition to the regular classroom activities through the school science lab, which is run by a full-time teacher.</p> | <p>W School data show a trend toward decreased instructional interruptions and increased student safety as a result of Make Your Day and Bullying training.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	30.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Washington Mutual Reading Grant Recipient, 2000,	2001
Environmental Education Grant Recipients, 1999, 2000,	2001
Wells Fargo and Marion Foundation Grants, 1998, 1999,	2000
Wal-Mart Teacher of the Year	1999

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	136	508	18%	18%	41%	23%
	State	58840	524	9%	17%	45%	29%
Writing	School	135	528	17%	11%	62%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	133	498	16%	38%	32%	14%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	89	61	60	--	--	--
2	Reading	--	--	--	100	43	50	94	46	52	96	35	53	63	57	57
	Language	--	--	--	100	34	40	96	40	43	100	23	44	67	43	48
	Mathematics	--	--	--	100	44	51	95	45	55	100	28	57	67	54	61
3	Reading	100	51	47	100	52	47	94	51	48	96	34	50	73	39	50
	Language	100	61	49	100	54	51	95	61	54	100	47	56	76	44	57
	Mathematics	100	58	46	100	58	49	94	59	52	100	34	54	76	35	56

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	64	65
Grades 3-4	82	72
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	*Less than 10 students matched	**No information available
		***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Echo Mountain uses both long-term and short-term strategies to promote a safe and orderly learning environment. To meet immediate needs, we monitor visitors to our campus; provide prevention and support programs; and maintain high expectations in our common areas. To meet long-term needs for personal safety, we use the Make Your Day Program, as well as Bullying and Peer Mediation training to empower our students to maintain a safe learning climate.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,429	\$3,081,930
Classroom Supplies	\$19	\$24,100
Administration	\$295	\$374,010
Support Services-Students	\$199	\$252,960
Other Support Services and Operations	\$519	\$658,235
Total Expenditures- All Categories 2000-2001	\$3,461	\$4,391,235

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Kimberly Guerin	(602) 493-6110	
Transportation Policy	Jeff Cook	(602) 493-6320	
Community Resources	Linda Donofrio	(602) 493-6110	
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330	
Parent Organization	Anne Golden	(602) 493-6110	
Student Health/Nurse	Carrie Zeigler	(602) 493-6113	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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